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ABSTRACT

Numerous reasons can be given for the low quality of teaching in the social studies. Teachers may be improperly certified, or they may teach to maintain employment rather than to do a good job. To teach peace studies courses requires the cream of the crop in terms of quality instruction. Teachers should be well above the minimum requirements for certification. Teacher education should include courses in educational psychology, philosophy of education, and teaching of social studies, and prospective teachers should have a good liberal arts background and complete a student teaching assignment. Secondary students should desire the best in teaching-learning situations. How to work toward peace should be an ultimate goal of peace studies. Disagreements between and among individuals involve conflict. Conflict resolution will greatly minimize or even eliminate selected kinds of undesirable attitudes. Some attitudes detrimental to conflict resolution include: harsh rhetoric, traditional patriotism, ethnocentrism, emphasis on military spending as the best security, view positions from the point of view of one variable, and the friendly dictator concept. The Middle East is presented as an area in which wars have grown out of previous conflicts involving diverse nations. Teachers of peace studies need to be well-informed pertaining to the subjects and issues addressed. Proposed solutions must be just for both sides of the conflict, and a problem-solving attitude must be emphasized. Conflict resolution is a must in the academic/school curriculum. (GEA)

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PEACE STUDIES AND THE SOCIAL STUDIES

By Marlow Ediger

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PEACE STUDIES AND THE SOCIAL STUDIES

Writers emphasize strongly that students experience a strong mathematics and science curriculum. Due to technology, economic competition with other nations, and superpower confrontations, a quality mathematics and science curriculum is justified by many educators and lay persons.

The 1983 Nation at Risk report by the National Commission for Excellence in Education advocated four years of English, and three years each of mathematics, science, and the social studies for secondary students. The writer agrees that three years of social studies instruction is salient and of utmost importance. Generally, the social studies tends to have low status in many high schools.

Reasons for Inadequate Quality of Instruction

Numerous reasons can be given for low quality of teaching in the social studies. Too frequently, improperly certified teachers in high schools teach classes in social studies. These teachers may teach to maintain employment, rather than do a good job of teaching. Teaching in these situations in social studies is quite secondary in value as compared to job maintenance. To teach peace studies courses requires the cream of the crop in terms of quality instruction.

Emergency certificates granted to those teaching the social studies can be a further problem. States tend to grant emergency certificates when local districts desire them. Certainly, a social studies teacher should meet minimum standards that a state prescribes. Licenses granted

to teach should be given to those who meet minimum state requirements. Preferably, the social studies teacher will have met well above these minimal standards for state certification. Proper certification needs to be in the offing to teach the peace studies.

Colleges and universities training teachers for the social studies may be lax in their standards. Adequate, quality course work in the social sciences may be lacking. A teacher then has a weak background of subject matter learnings. Classroom performance may well reveal these weaknesses. The prospective social studies teacher also needs to have a broad background of classes taken in the liberal arts. Quality educational psychology, philosophy of education, teaching of the social studies, and student teaching experiences should be in the offing. Each prospective social studies teacher should demonstrate comprehensive, thorough knowledge of the social sciences, as well as demonstrate abilities to do a good job of providing for optimal learner progress in the classroom. Each future teacher needs adequate preparation to teach peace studies classes in the social studies curriculum.

Students in secondary classes may be unconcerned about the quality of instruction in the classroom. As long as good grades are forthcoming, students may feel this is all that is needed. Rather, high school students should also desire the best possible in teaching-learning situations. An attitude of wanting to learn should be inherent within students. This desire to know and learn should stress a wish for peaceful intent among people and nations. How to work toward peace should be an ultimate goal of peace studies. Students need to develop understandings (facts, concepts, and generalizations), skills (critical thinking,

creative thinking, and problem solving), as well as attitudes (feelings, desires, wishes, and wants) to work toward justice, respect, and esteem of people.

Resolving Conflicts - Involved Attitudes

Conflicts can be of many kinds. Disagreements between and among individuals involve one kind of conflict. Rather than resorting to force, threats, fights, and quarrels, conflicts need to be resolved in positive ways. Talking, discussing, desiring, and attempting are key concepts to emphasize in disagreement situations. One must communicate and want to work out conflicts in a manner satisfying to all participants. An inward desire to harmonize disagreements needs to be in evidence. These kinds of conflicts may occur in school, in the home, in the community, and in the general environment.

Conflicts between and among nations present highly complex situations to negotiate. Too frequently, sides are hardened between competing nations. A hardline approach is emphasized. Refusing to talk to other nations is common. Propaganda radio and television broadcasts are common. Newspaper reports praise the deeds of the local nations and declare others as being evil. Provocative deeds and acts are in evidence. These may include bombing a small nation to kill its leader. Or, invading a small nation to gain confidence as a world leader and power. Would it not be better to have dialog with these areas and nations to avoid loss of life and property? Propaganda and falsehood so often make for aggressive acts detrimental to the invader and the nation invaded,

or to the leaders to be assassinated and the perpetrator. Both lose in terms of death and destruction. There are definitely better ways of working out conflicts.

Conflict resolution will greatly minimize or even eliminate selected kinds of undesirable attitudes. Negative attitudes too frequently are praised and rewarded presently in society. One kind of attitude, detrimental to conflict resolution, is harsh rhetoric by the leader of a nation. Calling other nations "evil", "thugs", "not to be trusted", "terrorist", and "criminal" hardly can make for solving of differences. The lines are hardened on both sides due to name calling techniques. Name calling is quite different than sitting together with other nations who differ in beliefs and discussing differences in philosophy. Name calling represents a lack of maturity in being able to perceive one variable only. Certainly, a nation has more to its credit as compared to one variable which is a highly negative trait.

A second kind of attitude detrimental to conflict resolution is traditional patriotism. Traditional patriotism may emphasize such statements as "you have to fight for your freedom", "one has only gotten freedom through what the military has done for us", "we would be slaves if it were not for a strong defense posture", and "those who died in wars are the only ones who have preserved our freedom". With statements such as these, those who have adocated negotiations and hard work diplomacy receive no credit for their efforts. Conflicts rather than attempts made at achieving synthesis in resolving disputes are praised.

A third attitude hindering conflict resolution is ethnocentrism. The belief that one's own culture is good and rational and all others

are bad is quite common. A person when hearing about another culture may say "They're crazy" or "They should not be allowed". If a person has these feelings about a culture living within the borders of the local nation, he/she would have an exceedingly difficult task in accepting in small degree other nations on the face of the earth who do not represent the western world concept. People who dress differently may be labeled as being odd. A pacifist may be labeled as being unpatriotic.

A fourth attitude, in opposition to conflict resolution, emphasizes beliefs that increased military spending makes for more security of its inhabitants. With continual buildup of nuclear weapons, missiles, star wars, as well as conventional weapons, slogans are presented about the safety of one's country from the super power enemy. Mistakes and miscalculations can occur with nuclear weapons and missiles. Star wars may not work as intended and could make for nuclear accidents. Conventional weapons become increasingly sophisticated and are sold in large numbers to other nations. All forms of weapon production and research is costly. It takes money away from local needs of people. A military philosophy emphasizes the use of might to pursue national interests and purposes in other lands. People tend to put much faith in increased military expenditures to guarantee personal security. Peace studies advocates place little faith in weapons securing what a nation wants. If means of warfare are utilized to secure the removal of leaders of other nations or to secure land, power and might are utilized instead of negotiations. Refusing to communicate with other nations is a sign of weakness rather than strength. A hard line approach to other nations represents immmaturity in terms of willingness to put all the cards on

the table and try to work out the problem(s) harmoniously. Using military might is quite different than using a negotiations stance to arbitrate disputes.

Fifthly, viewing a position from the point of view of one variable is not adequate in terms of world trade. Those who view economic matters from a single frame of reference is unacceptable. One hears the statement that the local nation should not buy or import goods from other countries on the face of the earth. It would appear then that the economies of people from other nations is unimportant. The local nation is an island unto itself. This would be false thinking. People and nations are more interdependent than ever before. With increased quality continuously of methods of communication and transportation, the concept of interdependency becomes important. Peace studies emphasizes a holistic way of thinking. The good life for all is necessary for peace to be established and maintained.

Sixthly, the friendly dictator concept is enticing to selected leading nations on the face of the earth. A friendly dictator rules ruthlessly in his own nation. Torture, mass arrests, propaganda, political prisoners, censureship of the media, and frequent executions of dissenters are common in nations having dictators. A democratic nation emhasizing a strong human rights philosophy may have very cordial relations with a friendly dictator. It may become impossible for citizens in the dictatorially ruled nation to overthrow the oppressor. Trade and aid by a super power advocating democracy may well keep the friendly dictator in power. A slogan may be developed stating something such as the following: "If the dictator is driven out by the inhabitants of that

nation, communism will step in as a consequence". Seeing one variable only (communism) overlooks the many evils inherent in a nation. Evils such as political oppression, poverty, squalor, and hopelessness are then overlooked. Peace studies advocates a holistic frame of reference. Peace is not merely the absence of war and rumors of war. Peace studies must view situations in life holistically. The entire person or population is important when thinking of dignity, respect, and morality.

Why Are Peace Studies Significant?

Wars are sequential. One war provides the seeds for other conflicts among people and nations. The writer will elaborate on the Middle East area of the world when viewing wars growing out of previous conflicts involving diverse nations. He taught for two years and has made several return trips to the Middle East. Two years were spent here in white-washing caves for Palestinian refugees in Bethany, assisting in distributing clothing in refugee camps near Jericho, and teaching school in Jericho and Pamallah. Refugee camps leave people homeless, hopeless, and in extreme poverty.

World War I did much to scatter seeds of heavy conflict among people and nations. During World War I, Great Britain made different agreements and declarations to enlist followers from the Middle East. The first of the three agreements involved securing the support of Arabs to further British interests during World War I. This agreement was known as the MacMahon-Hussein Correspondence. Henry MacMahon was High

Commissionor in Egypt for Great Britain. Hussein was keeper of the Holy places in Mecca (in Saudi Arabia). If Hussein would support Great Britain during World War I, then Arabs living Palestine would receive their independence in that land.

The Arabs joined Great Britain in defeating the Ottoman Turks which ruled the land of Palestine. In 1917, British troops under General Allenby entered and captured Palestine from the Ottoman Turks. Palestinian Arabs were very dissatisfied when Great Britain ignored the MacMahon-Hussein Correspondence and implemented the Balfour Declaration only.

In 1917, Great Britain promised the Jews a Homeland in Palestine. The Homeland promise was contained in the Balfour Declaration. The following are the contents in the Balfour Declaration° (1917):

> "I have much pleasure in conveying to you on behalf of His Majesty's Government the following declaration of sympathy with Jewish Zionist aspirations, which has submitted to and approved by the Cabinet:
>
> 'His Majesty's Government view with favour the establishment in Palestine of a National Home for the Jewish people, and will use their best endeavors to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country.'
>
> "I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation."

It truly is amazing how little world leaders know about states, regions, and territories being negotiated. For example, in the Balfour Declaration, no mention is made of who the local inhabitants of the land

°Palestines Royal Commision Report. London, England: His Majesty's Stationary Office, 1937, page 22.

of Palestine were. A conflict exists directly in this Declaration that a homeland would be established for the Jews in the land of Palestine, and yet at the same time, these deeds should not hinder the local inhabitants. Israel became a Jewish state in 1948. With Arab-Israel wars in 1948 and 1967, in particular, two million Palestinian Arabs have become refugees in Israel, the Hashemite Kingdom of the Jordan, Syria, and Lebanon. The factional disputes in Lebanon have reulted, in large part, from the influx of Palestinian Arab refugees. Lebanon, of course, is strictly off limits for American tourism and travel. Becoming a hostage would be a definite end result for an American in Lebanon.

The Palestine Royal Commission in 1937 from Great Britain investigated disturbances between Arabs and Jews then in the land of Palestine. The following quote indicates Great Britain's° intentions in the 1915 MacMahon-Hussein Correspondence:

> "I have received your letter [of 9th September] with much pleasure; and your expressions of sincerity and friendliness have given me the greatest satisfaction.
>
> "I regret that you should have received from my last letter the impression that I regarded the question of the boundaries with coldness and hesitation; such was not the case, but it appeared to me the moment had not arrived when they could be profitably discussed.
>
> "I have realized, however, from your last letter, that you regard this question as one of vital and urgent importance. I have therefore lost no time in informing the Government of Great Britain of the contents of your letter; and it is with great pleasure that I communicate to you on their behalf the following statement which, I am confident, you will receive with satisfaction:-
>
> "The districts of Mersina and Alexandretta and the portions of Syria lying to the west of the districts of Damascus, Homs, Hama and Aleppo cannot be said to be purely Arab, and should be excluded from the proposed limits and boundaries. With the above modification, and without prejudice to our existing treaties with Arab

°Palestine Royal Commission Report. London, England: His Majesty's Stationary Office, 1937, pages 18 and 19.

chiefs we accept these limits and boundaries, and in regard to those portions of the territories therein in which Great Britain is free to act without detriment to the interests of her ally, France, I am empowered in the name of the Government of Great Britain to give the following assurances and make the following reply to your letter:-

"Subject to the above modifications, Great Britain is prepared to recognize and support the independence of the Arabs within the territories included in the limits and boundaries proposed by the Sherif of Mecca. Great Britain will guarantee the Holy Places against all external aggression and will recognize their inviolability.

"When the situation admits, Great Britain will give to the Arabs her advice and will assist them to establish what may appear to be the most suitable forms of government in those various territories.

"On the other hand, it is understood that the Arabs have decided to seek the advice and guidance of Great Britain only, and that such European Advisors and officials as may be required for the formation of a sound form of administration will be British.

"With regard to the vilayets of Bagdad and Basra, the Arabs will recognize that the established position and interests of Great Britain necessitate special measures of administrative control in order to secure these territories from foreign aggression, to promote the welfare of the local population and to safeguard our mutual economic interests.

"I am convinced that this declaration will assure you beyond all possible doubts of the sympathy of Great Britain towards the aspirations of her traditional friends, the Arabs, and will result in a firm and lasting alliance, the immediate results of which will be the expulsion of the Turks from the Arab countries and the freeing of the Arab peoples from the Turkish yoke which, for so many years, has pressed heavily upon them..."

To hasten the end of wars, promises are made which normally would not be considered. This was true in promising the same real estate - the land of Palestine - to both Jews and Arabs. The promises were made to secure the backing of both peoples to hasten the end of World War I. Naturally, casualties were high for opposing sides in World War I. Most wanted to end this catastophe. Vague intents are also a part of agreements during a major war, such as World War I. The following° was given

°Ibid., page 20.

as an explanation by Great Britain after World War I as to the meaning of the MacMahon-Hussein Correspondence:

> "That letter [Sir H. MacMahon's letter of the 24th October, 1915] is quoted as conveying the promise to the Sherif of Mecca to recognize and support the independence of the Arabs within the territories proposed by him. But this promise was given subject to a reservation made in the same letter, which excluded from its scope, among territories, the portions of Syria lying to the west of the district of Damascus. This reservation has always been regarded by His Majesty's Government as covering the vilayet of Beirut and the independent Sanjak of Jerusalem. The whole of Palestine west of the Jordan was thus excluded from Sir H. MacMahon's pledge."

By this time Great Britain had completely negated the MacMahon-Hussein Correspondence and enforced the Balfour Declaration which hastened Jewish migration to Palestine. Ultimately, the complexities of the Palestinian Arabs who already lived in Palestine and the Jewish migration to that same land made for extreme hostilities. The Palestine Royal Commission Report reporting hostilities between Arabs, Jews, and the British was made in 1937. Great Britain, as one victorious nation of World War I received the League of Nations mandate over Palestine in 1922. Great Britain was a target for both Arabs and Jews until she vacated this region in 1948 due to not being able to work with opposing sides in the dispute. Great Britain lost many soldiers and representatives in Palestine during the years 1922-1948.

Jewish migration was hastened to Palestine during the Nazi era in Germany 1933-1945. Persecution and execution of Jews in Germany made for continuous exit of Jews to Palestine. The United States and Great Britain refused to take in Jewish refugees into their own nations. Certainly, this emphasized the utmost in a lack of compassion.

World War II (1939-1945), as do all wars, emphasized death,

destruction, bombings, and holocausts. Estimates are made of six million Jews dying in concentration camps in central and eastern Europe during the Nazi era.

The 1948 Arab-Israeli Wars left eighty percent of the land of Palestine as the state of Israel and twenty percent as a part of the Hashemite Kingdom of the Jordan. The latter annexed the twenty percent area of Palestine. The United States lobbied strongly in the United Nations in 1947 to divide Palestine into a Jewish state and an Arab state. The Jews applauded this, while the Arabs greatly opposed the United Nations resolution to divide Palestine into a Jewish and an Arab nation. The Jews were ready for statehood when Great Britain pulled out of the futile League of Nations mandate in 1948. The Jews declared Israeli statehood in May of 1948. The Palestinians Arabs were not ready for statehood and thus were annexed by the Hashemite Kingdom of the Jordan, directly east of Palestine, across the Jordan river.

In 1967, the six day Arab-Israeli war erupted. Israel vs. the Hashemite Kingdom of the Jordan, Syria, and Egypt were involved in this conflict. Israel captured the West Bank of the Jordan (the balance of the 20 percent of land formerly called Palestine), the Gaza strip and the Sinaii Peninsula from Egypt, and the Golan heights from Syria.

In 1973, Syria and Egypt attempted to get their lands back from Israel, lost in the 1967 six day war. Syria and Egypt were defeated by Israel. In 1956, Israel had taken over the Sinaii from Egypt, but returned this peninsula back to Egypt in 1978.

In 1977, the late President Anwar Sadat made a historical trip to Israel to seek peace agreements. Eventually, the Sinaii was returned to

Egypt in the peace agreement. Presently, the Golan Heights (formerly owned by Syria), the Gaza strip (formerly owned by Egypt), and the West Bank (containing 1.2 million Palestinian Arabs) are still under Israeli occupation. Israel has annexed the Golan Heights and East Jerusalem (the walled city), a part of the West Bank, captured in the 1967 six day war. Peace agreements among Israel and Syria are indeed far apart. Israel and the Hashemite Kingdom of the Jordan have been communicating secretively. The bleakest part of a Middle East peace settlement is the two million Palestinian Arab refugees in Israel, Jordan, Syria, and Lebanon. Both the Jews of Israel and the Palestinian Arabs want the land of Palestine which is presently the state of Israel. Each ethnic group has a long history and claim to the land of Palestine.

In June 1982, Israel invaded Lebanon. After three years of Israeli occupation of much of Lebanon, their forces withdrew from most of that nation. A buffer zone five to seven miles wide of Lebanon was kept by Israel. Repeated clashes between Israel and the Palestinian Arabs (living as refugees in Lebanon), among other factors, brought on the invasion. Wars are sequential with human and material loss. Many wars in the Middle East have grown out of the Balfour Declaration of 1917, proclaimed by Great Britain during World War I. Arab-Israeli wars of 1948, 1956, 1967, 1973, and 1982 have been an end result. No end, at the present time, can be seen or forecast of the Israeli-Palestinian Arab dispute over the land formerly called Palestine, and now called Israel and the occupied West Bank. This area is also known as the Holy Land.

Criteria for Teaching Peace Studies in the Curriculum

There are definite standards for teachers of peace studies to follow in developing the curriculum:

1. These teachers need to be well informed pertaining to the area being taught and the issues involved. For example, to teach about the Israel-Palestinian Arab dispute over the Holy Land is extremely complex and delicate. Much knowledge, study, and contemplation is needed by the teacher. The teacher needs to assist students to acquire vital knowledge pertaining to the claims of each side over the land of Palestine. Hasty generalizations and quick solutions do not work in resolving conflict. Sympathetic understanding of the conflict is necessary.

2. Proposed solutions developed by the class with teacher guidance must be just to both sides. Justice is an important concept to emphasize. Super powers such as the United States and the Soviet Union can be equally biased and unfair in which side is favored. Super power confrontations build walls between nations. Rather, bridges need to be built.

3. An attitude of problem solving needs to be emphasized in peace studies. Solving problems with solutions acceptable to both sides is necessary. Problem solving emphasizes (a) identifying a problem, (b) getting information from a variety of reference sources, (c) developing a hypothesis, (d) testing the hypothesis, and (e) revising the hypothesis, if needed.

4. Helping opposing sides to communicate openly is important. Shutting off or hindering the flow of accurate information and feelings

needs to be avoided. Open communication is necessary. An attitude of careful listening needs to be in evidence.

In Closing

Teaching units on Peace Studies are indeed very necessary. Numerous educators recommend upgrading the science and mathematics curriculum due to a technologically oriented society. Jobs, skills, and professions in society require that students have a strong science-mathematics background. This is good and necessary. The writer believes Peace Studies to be equally significant. What does it profit a human being to have much knowledge in science and mathematics when wars, potential wars, and conflicts can erase past achievements? Conflict resolution is a must in the academic/school curriculum.